

Summary of Recommended LCAP Changes from All Stakeholders

Literacy Skills: Focus on reading and English language arts

Current: Standards-aligned materials are in classrooms and professional learning has occurred. Special training around reading in grades K-2 continues with over 30 schools having been involved. Schools have additional support for struggling readers including tier 2/3 interventions through the support centers, on-site interventions delivered by school staff and special education services for qualified students. Summer supports are available at Title 1 sites.	
<i>Recommended Adjustments:</i>	
1. Review/pilot intervention materials for use with <u>students with disabilities</u> in K-5; expand to 6-8 as materials are identified (1.1.11)	\$400,000 IMF
2. Increase availability of diverse and primary language books in elementary classroom libraries and secondary school libraries (1.1.5)	\$122,000 supp co

Math Skills: Strengthen services and supports throughout district

Current: Standards-aligned materials are in classrooms and professional learning has continued in targeted areas. Reduced class sizes and support classes are in place for Integrated Math 1; collaborative teaching is in use at some schools as a support for students with disabilities. Schools have additional support for struggling readers including tier 2/3 interventions through the support centers, on-site interventions delivered by school staff at all middle schools and special education services for qualified students. Summer supports targeted students transitioning from elementary to middle school and middle to high school.	
<i>Recommended Adjustments:</i>	
1. Provide targeted professional learning for K-5 teachers (not added yet); internal support for math teachers from math mentors (1.2.5)	TBA Title 1 PD
2. Increase K-8 and middle school intervention sections (1.2.25, 1.2.45)	\$160,000 supp \$145,000 suppco
3. Pilot low ratio IM 1 Foundation Workshop course for most struggling 9 th graders; revise IM 1 support model and increase non-course based supports for students needing additional assistance (1.2.30)	\$116,817 supp
4. End class size reduction in IM 1 classes; redirect funds to tiered support model (1.2.20)	
5. Pilot short, high interest targeted math intersession at up to 10 high/mid-density elementary schools (1.2.35)	\$15,000 supp c/o
6. Expand math summer camp (was Jump Start) to serve incoming 3 rd , 6 th and 9 th grade students (1.2.40)	\$27,000 base

Increase support for English learners and their families

Current: All schools with 50 or more English learners have 0.5 or more ELD teachers to provide designated ELD instruction. Bilingual instructional specialists are assigned to school sites to provide additional language support for EL students. Staff provide outreach and support to families in their language and translation and interpretation services are available in target languages (centrally). Saturday programs support refugee families integrating into the community and summer programs are available for English learners. Adult Education provides English classes for parents.	
<i>Recommended Adjustments:</i>	
1. Increase ELD teachers (1.3.5)	\$560,000 supp
2. Increase bilingual instructional assistants (1.3.10) ☼	\$180,000 supp
3. Eliminate 3 ELD TOSAs (1.3.25)	(\$360,000 supp)

4. Increase funding for translations (beyond Spanish) (2.6.50)	\$50,000 supp
5. Allocate funding for supplemental materials to meet the needs of enrolled English learners (1.3.40)	\$100,000 supp
6. Expand support to incoming immigrant high school students including placement and transition to HS/Adult Education programs; add adult education classes open to students who are not yet 18 (2.4.45)	\$45,000 supp
7. Expand English classes for parents (2.6.55) ☼	\$34,000 supp
8. Add CalNew grant work focused on support of refugee students (3 years) (2.4.45)	\$700,000 grant

Start support young: Increase services and supports to P-2 grade students

Current: Kinder camp was piloted in summer 2017 and the effectiveness is being evaluated with participating students. Kindergarten Instructional Assistants were placed in Title 1 schools for additional support (Title 1 funded). Parenting classes and supports are available for pregnant, parenting and married teens.	
<i>Recommended Adjustments:</i>	
1. Support articulation from preschool to Kindergarten teachers (1.5.70)	\$25,000 supp
2. Expand summer programs for targeted students who have not had preschool (1.5.60)	\$75,000 supp
3. Maintain instructional assistants in Kindergarten classes at Title 1 sites (1.5.65)	\$1,029,000 Ti1
4. Add social emotional support technicians to support high behavior needs TK-2 (2.3.5)	\$296,840 CEIS

Equity: Strengthen equity focus on special populations with goal of reducing achievement gaps and improving climate and culture at schools

Current: Support for foster youth is delivered by staff who support students transitioning into our schools, assist with placement, provide educational advisement, set up academic tutoring, and work with families/group homes on attendance, behavior and academic issues. UCAN supported African American students in the process of college-career readiness, application and acceptance and staff have connected students with additional opportunities through school and community based partnerships.	
<i>Recommended Adjustments:</i>	
1. Expand academic and social emotional supports for need foster youth (1.4.5, 1.4.20) ☼	\$210,000 supp
2. Pilot/implement mentoring services for students in targeted groups (primarily <u>African American students, students with disabilities, foster youth</u>) by working with community organizations and volunteers (1.6.60)	\$250,000 supp
3. Increase and systematize recruitment and retention efforts for diverse staff (1.9.25) ☼	\$40,000 supp
4. Support general and <u>special education</u> teams through professional learning and collaboration time for students in the inclusion programs (1.5.75)	\$56,000 supp c/o
5. Shift transportation supports for homeless students to supplemental to free up grant for other supports (2.2.20) ☼	\$50,000
6. Ensure <u>students with disabilities</u> can participate with peers during recreational periods during the school day (could include equipment, minor site construction/modifications) (2.4.45)	\$30,000 S c/o Construction \$
7. Expand transportation pilot to targeted high density elementary schools (2.2.25) ☼	No additional
8. Expand recreational aide time at high need elementary/K-8 sites to increase positive climate (2.4.35)	\$62,000 supp
9. Implement restructured teaching model in highest density, highest need elementary school during targeted instructional periods (1.7.35)	\$777,000 Title 1
10. Implement a team of Community Safety Specialists to consistently serve schools regionally improving both campus climate and safety on an ongoing basis. (2.4.50)	\$TBA

Strengthen use of tier 2/3 academic/social emotional services for students

Current: Tier 2/3 academic and social emotional services are being delivered to referred students (K-8) through two support centers. Social emotional services are available for students at low density schools (K-8) and high schools have models of providing support for the students based on their targeted needs. Almost half of district schools have been trained and are implementing a learning support team model as a way to organize and coordinate services for students.	
<i>Recommended Adjustments:</i>	
1. Expand services through support centers to serve 4 additional schools (2 Academic Intervention specialists & 4 social workers; reduce 1 behaviorist) (1.5.5, 2.3.5)	\$639,000 supp
2. Increase allocation to low density high schools to better serve identified students (2.3.20)	\$70,000 base
3. Pilot a data system which allows for monitoring all interventions and supports for students (1.8.50)	\$120,000 supp c/o
4. Add psychologist to train, support and coach schools implementing learning support teams (2.3.30)	\$75,000 supp c/o

Communication and voice

<i>Recommended Adjustments:</i>	
1. Pilot a Parent Ambassador program to provide focused outreach to families of underrepresented students grades 5th - 11 th . Positions would be for specific outreach to families of <u>foster youth, students with disabilities, and African American students</u> , and low income students. (2.6.45)	\$161,000 Supp
2. Strengthen student leadership groups and increase communication around internal and external opportunities that are available (2.1.20 revised and moved to 2.5.20) 🌀	No additional cost
3. Evaluate and strengthen the problem resolution based on findings from an outside, independent partner. Implement a method of gathering feedback on process to support continuous improvement. (2.5.25) 🌀	\$50,000 supp c/o

Increase system supports

<i>Recommended Adjustments:</i>	
1. Strengthen counseling in preparation for implementation of new graduation requirements including training on Naviance and ongoing training for counselors (1.5.8) 🌀	\$TBA
2. Provide funding for 1 year to work on intensive school reform efforts at high density schools/high need departments/ (1 FTE); Senior Director position to focus on program evaluation (1.7.40)	\$360,000 supp
3. Fund support for interns/emergency credentialed teachers (1.9.10)	\$116,125 supp
4. Revise SPSA guidelines to specifically address and track (a) school climate indicators and (b) services and supports for targeted student groups/diff assistance groups. Revise and ensure training for site councils to ensure consistency (no cost) (1.7.20)	No cost